The Role of Emotional intelligence, Family environment and Personality in Psychological Well-Being of Adolescents

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Introduction

Psychological well-being (PWB):

In simple term psychological well-being means achievement of one's full psychological potential. In current scenario, psychologists have emphasised on positive sides of people rather than on their negative side. Positive psychology play role in initiating a change that emphasize on preparing people with positive qualities instead of struggling to change worse aspects of life. Psychological well-being is one of the concepts of this approach (Seligman & Csikszentmihalyi, 2000). Professor Carol Ryff is the leading researcher in this area and explained well-being with positive properties. In place of subjective well-being, psychological well-being or eudemonic well-being emphasize on fulfilment of human potential (Keyes et al. 2002). The most comprehensive model of psychological well-being was proposed by Ryff (1989a) which evaluate psychological well-being in respect of six unique dimensions:

1. **Autonomy:** It means regulation of one's own behaviour through internal locus of control, making one's own decision, freedom and individualization.
2. **Environmental Mastery**: It is "the ability of the individual to create or select an environment that is compatible with his/her personal and psychological conditions".
3. **Personal Development:** It is "the ability of the individual to develop his/her available potential to develop and grow as he/she is". It is the capability to continue growth on a personal basis.
4. **Positive Relations with Others**: Ryff define it as the ability to engage in meaningful relationships with others that include affection, reciprocal empathy, and intimacy. The ability to have good human relation with others. E.g. "People would describe me as a giving person, willing to share my time with others".
5. **Purpose in Life**: It means to perceive significance of one's existence which involves the setting and fulfilment of goals, contributing to the acknowledgement of life. It means the presence of direction and purposefulness in life.
6. **Self-acceptance:** It means a positive attitude towards oneself. It is animportant asset of positive psychological functionality, with positive attitude towards oneself.

Wellbeing is more than just happiness. In addition to feeling happy, wellbeing also implies rising as a person, being satisfied, and making a contribution to the group and society (Shah & Marks, 2004).

Kiefer (2008) defines Well-being as “an individual's physical, mental, social, and environmental status with each aspect interacting with the other and each having differing levels of importance and impact according to each individual”

The concept of wellbeing is multidimensional that refers to optimum psychological functioning and experience (Ryan & Deci, 2001).

According to WHO mental health is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". It is an extremely significant aspect of the overall well-being of an individual as per the WHO.

According to John M Grohol, a person experiencing “good” mental health is also a person who has reached equilibrium in context to his/her psychological, social and emotional aspects of life. Mostly, a person with this kind of balance is content and blissful with how these aspects are performing in their lives in spite of the fact that to someone else, it might appear to be non-balanced. Mental health by its character is not something that can be shown with definite proof. It is the emotional stability that the person feels from inside.

Determinants of Psychological well-being:

Emotional intelligence (EI):

The capacity to recognise and manage emotions of ourselves and others in relationships called emotional intelligence.

“Emotional intelligence refers to an ability to recognize the meaning of emotions and their relationship, and to reason on the basis understanding of these emotions. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feeling, understand the information of those emotions, and manage them” (Mayer, Caruso & Salovey,1999).

Emotional Intelligence refers as the capability to regulate and recognize emotions of oneself and others to take productive decisions. Lord Krishna's Sthithaprajna, which means

emotionally stable individual, was also discovered in The Bhagavad-Gita. “All learning has an emotional base motion in day-to-day life” (Plato).

Thorndike defines social intelligence as the capacity to understand one's own and others' intentions, internal states, and behaviours in order to stand alongside them. The notion of non-cognitive intelligence was given by Wechsler and Gardner’s concept of multiple intelligence in which he introduced interpersonal intelligence & intrapersonal intelligence; these concepts are nearer to the current concept of Emotional Intelligence.

According to Salovey & Mayer (1990) emotional intelligence is “the ability to monitor one ‘s own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions”. The idea of EI gained popularity with the release of Daniel Goleman's book Emotional Intelligence: Why It Can Matter More Than IQ; which was wrote down after getting inspiration from the works of Salovey and Mayer. Emotional Intelligence was defined by him as “inability which include self-control, zeal and persistence and the ability to motivate one-self”. Reuven Bar-On was another important researcher in the field of Emotional Intelligence who propounded the term ―Emotional Quotient and defined Emotional Intelligence as “understanding oneself and others, relating to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands”.

“Emotional intelligence has been defined as the ability to adaptively perceive, understand, regulate and harness emotions in the self and other”. (Salovey and Mayer, 1990; Schutte, Malouff, Hall, Haggaty, Cooper, Golden and Domheim, 1998).

High levels of Emotional Intelligence, according to studies, lead to success in a variety of areas of life, including school, employment, and relationships. (Goleman, 1995; Salovey and Mayer, 1990). Mayer & Salovey (1990) reported that a person with Emotional Intelligence "can be thought of as having attained at least a limited form of positive mental health”. These persons are considered to be emotionally skilled and well-adjusted. They have knowledge of the emotions experienced by them, and this knowledge can be helpful in regulation of mood, which contributes to well-being. Individuals who perceive and manage their emotions deal better with emotional issues, and, experience higher psychological well-being (Zeidner et al., 2009).

A significant positive corelation between overall Emotional Intelligence and life satisfaction was found by Palmer et al. (2002).

Higgs and Dulewicz (2007) analyse the corelation between Emotional Intelligence, Personality, &Well-Being. They reported significant corelation between Emotional Intelligence & measures of Well-Being and between personality factors and Well-Being measures. But more variance explained by Emotional Intelligence in Well-Being measures than personality factors alone.

Carmeli, Yitzhak-Halevy and Weisberg (2009) found positive association among PWB components – life satisfaction, self-esteem and self-acceptance and emotional intelligence. Individuals who have higher emotional intelligence have higher levels of self-acceptance, life satisfaction self-esteem than those individuals who have relatively low level of emotional intelligence.

Perceived emotional intelligence components (clarity and repair) were found to be positively associated to psychological well-being by Augusto et al. (2010). The key determinants of psychological well-being are emotional clarity and healing.

Palmer, Donaldson & Stoughs, (2002) found positive corelation between life satisfaction and emotional intelligence.

Family environment:

Family is the only institution which provides emotional support and security without any rewards in return. The environment provided by the family influences adolescence capability for problem-solving strategies and psychological adjustment as well as self-confidence and abilities to set clear goals. The healthy functioning of these interaction patterns enhances the mental well-being of an individual.

The family interactions play avital role in the growth and development of a person. The role of the family in shaping the personality and social development of children is crucial. The well-functioning of patterns for interaction increases the well-being of a person.

Sushil Kumar Maheshwari et al. (2020) explore the impact of family environment on the mental well-being of adolescent's girls and found a significant positive corelation between various domains of family environment and mental well-being. Mental well-being was positively correlated with cohesion, acceptance and caring at $p< 0.01$ level and

expressiveness, independence, active recreational orientation, and organization were positively correlated at $p < 0.05$ level.

Yu (2000) conducted a study on family environment and psychological well-being of adolescents in Hong Kong with one hundred and ninety-two secondary school student's sample. He found family environment as a significant predictor of psychological wellbeing among adolescents. The research further revealed that paternal behaviour exerted a strong influence on adolescents' psychological wellbeing.

Shek, Lee, Lee and Chow (2006) investigated perceived parental control and psychological wellbeing in adolescents. They found that parental psychological control was negatively corelated with psychological well-being among adolescents.

Hassan, Yusoof, and Alavi (2012) reported no significant corelation between family functioning & psychological wellbeing.

The impact of family environment, academic achievement and parental expectations for educational attainment on the emotional well-being of adolescents was studied by Rong (2012). Results indicated that family environment positively contributed to wellbeing among the adolescents. Academic achievement positively impacted well-being of adolescents.

Choudhary (2013) investigated the correlation between mental health and family environment among adolescents and found a significant correlation between family environment and mental health. It was also found that girls were mentally healthier than boys.

Personality factors:

The term "personality" has been taken from the Latin word "persona" which means a "mask." The study of personality can be interpreted as the study of 'mask' that person wear. Persona depicted people as poor or wonderful on the basis of manner of walking, talking, physical makeup, dressing, and host of other characteristics possessed by a person. But meaning of Personality is a bit wider. Persona is the part that is being displayed by the person, but personality also comprised the inner parts of psychological experiences. The psychological implication of the term personality is wider. It includes the behaviour of the person toward others. Personality is considered as a measure for understanding, knowing or evaluating any person. It consists of nature of a person, intelligence, character, interests, aptitude, attitudes, ideals, expectations etc.

“Personality is the dynamic organization within the individual of those psychophysical systems that determine his/ her unique adjustments to the environment.” Allport (1937).

“Personality is that which permits a prediction of what a person will do in a given situation.” (Cattell, 1950)

“Personality is the more or less stable and enduring organization of person’s character, temperament, intellect, and physique that determine his unique adjustment to his environment.” (Eysenck, 1952)

Jose M. Augusto Landa, et. el., (2010) found that extraversion and openness was positively correlated and neuroticism was negatively correlated to all the scales of psychological well-being.

Furnham and Petrides (2003) also found similar results that extraversion and openness are positively corelated to happiness while neuroticism is negatively related.

Librán (2006) found correlation between personality dimensions (Neuroticism and Extraversion) and SWB among students and observed that personality variable of Extraversion (E) explained 8% variance while Neuroticism (N) accounted for 44% of the variance in SWB. Thus, Neuroticism is a more important correlate of the SWB.

DeNeve and Cooper (1998) found that amongst the 137 personality traits studied, Neuroticism was the strongest negative of correlate of SWB.

Furnham et. al., (2007) found that extraversion and high trait emotional intelligence are the two predictors of overall happiness.

Bahiraei et.al (2012) study the relationship between personality dimension and happiness among students and found a significant correlation between all personality dimensions and happiness. Extraversion found the highest correlation with happiness than neuroticism. The results of regression analysis demonstrated that happiness changes of 45 % are predicted by personality dimensions indicating that personality has the highest impact in forecasting students' happiness.

Gocet–Tekin and Satici (2015) examined the relationships between Big five personality traits &subjective happiness. Regression analysis indicated that agreeableness, conscientiousness, openness and extraversion were found to be significant positive predictors while neuroticism

found to be a negative predictor of subjective happiness.36% of variance in subjective happiness accounted by Big five personality traits.

Emotional intelligence as a moderator:

Salami, S.O. (2011) examined that emotional intelligence and personality factors are significantly correlated with psychological well-being. He found emotional intelligence as a moderator between extraversion, neuroticism, and psychological well-being.

Estefania Monaco et al. (2019) looked at the function of emotional skills in moderating the link between parental attachment and adolescent well-being, taking gender into account. They looked at father and mother attachment relationships, emotional competences, and adolescent well-being and discovered that emotional competence is partially mediating the link between attachment to parents and well-being factors. Adolescents' well-being is influenced by their attachment to their parents as well as their emotional abilities. This suggests that developing emotional skills in adolescents might improve life satisfaction and positive affect, as well as lower perceived stress, somatic complaints, and negative affect, even in adolescents who have a strained relationship with their parents.

Emotional intelligence was also found to moderate the link between a variety of stressors (bad life experiences, family dysfunction, and socioeconomic hardship) and self-reported mental health in teenagers by Davis & Humphrey (2012). High levels of trait EI appear to minimise stressor-mental and enhance associations, according to the results of moderated regression models, albeit both effects were unique to the types of stressors and illnesses.

The relationship between mental health and stress was moderated by trait emotional intelligence (Davis & Humphrey, 2012).

Sukhdeep and Agyajit (2012) in their study concluded that there is a significant positive relationship between emotional intelligence and locus of control; as the three groups of students having high, medium and low locus of control were different from each other in terms of emotional intelligence; where high group have more emotional intelligence than the group with low locus of control. The students having internal locus of control are more emotional matured than the students with external locus of control.

RATIONALE OF THE STUDY

Adolescent is a period of significant growth. It is an intermediate stage marked with physical and mental changes happening between puberty and adulthood. The stepping out from childhood into young adulthood brings new cultural, social opportunities and expectations. It is considered as a " period of great stress, strain, storm and Strife". So, it is best depicted as a period in which people encounter major cognitive, physical and socio-affective changes. Some children can adjust successfully with the changing environment while some face problems. For adolescent's psychological well-being means being happy with life and experiencing a plenitude of positive emotions, absence of psychopathology, good physical health and social competency and support. psychological well-being of adolescent's can be affected by both individual as well as environmental factors. Family environment, and child parent attachment effectuate faulty adjustment pattern of adolescence i.e., sound family environment positively affects the adolescent well- being. Some risk factors such as lower self-esteem, parental and family conflict, personality traits can decrease psychological well-being, while other factors such as sound family climate, emotional stability, personality traits, high level of self-esteem and efficacy can increase psychological well-being of adolescents. There is a large number of factors that do play a role in the initiation, maintenance and enhancement of psychological well-being. However, in this regard factors namely family environment, personality traits and emotional intelligence play a vital role in defacing many conflicting problems such as conflict of role, emotional problems and aggressiveness etc. School, family, parents play important role in the lives of adolescent. so, it is very important to study the psychological well-being of adolescent. Adolescents with better psychological well-being must be having better emotional intelligence and better family environment and possess some positive personality traits then those who possess lower psychological well-being. But this assumption needs to be probed into. Hence, there is a need to study the psychological well-being, emotional intelligence, family environment, and personality of children in the age range of 14 to 19 years.

Objectives:

- To examine the relationship between emotional intelligence, family environment, personality and psychological well-being among adolescents.
- To examine the relationship between emotional intelligence, family environment, personality and psychological well-being.
- To measure the percentage of variance counted by emotional intelligence, family environment and personality in psychological well-being among adolescents.

- To study gender differences on the variables of psychological well-being, emotional intelligence, family environment and personality.
- To explore the moderating role of Emotional intelligence on psychological well-being.

Hypotheses:

- There would be significant relationship between emotional intelligence and psychological well-being of adolescents
- There would be a significant relationship between family environment and psychological well-being of adolescents.
- There would be significant relationship between personality and psychological well-being of adolescents.
- There would be a significant relationship between Emotional intelligence, Family environment and Personality.
- Emotional intelligence, family environment and personality would be the significant predictors of psychological well-being.
- Males and Females would differ on the variable of emotional intelligence.
- Males and Females would differ on the variable of family environment.
- Males and Females would differ on the variable of personality.
- Males and Females would differ on the variable of psychological well-being.
- There would be significant moderating effect of emotional intelligence on psychological well-being.

METHODOLOGY

Design:

To accomplish the desired objective, a correlational multi-group design would be used in present investigation.

Sample:

The sample will consist 800 adolescents out of which 400 would be males and 400 would be females. Purposive sampling will be used in the present study. The age range of the sample varies from 14-19 years.

Inclusion criteria:

- Adolescents having sound and mental & physical health would be selected.
- Adolescents in the age range of 14-19 years would be selected.
- Only those adolescents who reside in the urban areas would be selected.
- The adolescents from joint family would be selected.

Exclusion criteria:

- Adolescents having mental disorders would be excluded.
- Adolescents who belong to below and above the age range 14-19 years would be excluded.
- Adolescents who belong to rural areas would be excluded.
- Adolescents from nuclear family would be excluded.

Tool used:

1. **Family environment scale (FES)by Bhatia and Chadha (1993)**
    - This is a five-point scale & it contains 69 items.
    - It measures three major dimensions:
        i. Relationship dimension: Cohesion, Expressiveness, Conflict, Acceptance and Caring etc.
        ii. Personal growth dimension: Independence, Active-Recreational Orientation etc.
        iii. System maintenance dimension: Organization, Control etc.
2. **Emotional Intelligence Scale**: **by Dr. Arun Kumar Singh and Shruti Narain (2014):**
    - It includes 31 items
    - It can be used for children of 12 years and above.
    - It measures four dimensions:
        i. Understanding emotion

ii. Understanding motivation,
iii. Empathy and
iv. Handling relations.

3. **Psychological wellbeing scale by Ryff (1989):**
    - The scale consists of 18 items.
    - It measures six dimensions that is:
        i. Autonomy,
        ii. Environmental mastery,
        iii. Personal growth,
        iv. Relations with others,
        v. Purpose in life and
        vi. Self- acceptance.

4. **Eysenck Personality Questionnaire Revised- short Form (EPQR-S) by Eysenck, Eysenck and Barrett (1985):**
    - This scale is a self-reported questionnaire with 48 items and contain 4 subscales. (12 items for each subscale).
    - It measures 3 types of personality: Neuroticism (N), Extraversion (E) and Psychoticism (P).
    - It also contains a lie scale (L) which measure social desirability bias.

Procedure:

First of all, the goal of the present study would be explained to the participants to establish a proper rapport with them. To meet the objective of the present study participants would be contacted individually or in group. Confidentiality of the information would be assured. After establishing the rapport, instructions regarding each scale would be provided separately and required information would be collected from individual participants and scoring would be done according to manuals.

Statistical Analysis:

The appropriate statistical tools would be used.

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